

Learning English Tenses with Mobile Application for Students of INSTIKI

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ABSTRACT

In this digital era, the educational approach to teaching English is changing dynamically due to the influences of technology such as mobile applications. The traditional approach to teaching English, especially tenses is becoming irrelevant as technology provides various solutions for students in learning this international language. Learning English tenses with a smartphone is considered an alternative way that will enable language learners to intensify their learning since it is advanced and mobile. Digital media is used as an alternative medium for English language learning that can be accessed anywhere and anytime. The purpose of this study was to describe the perception of students of Institut Bisnis dan Teknologi Indonesia (INSTIKI) on the use of English language and English tenses mobile applications including its features. The application which focused on 16 tenses was expected to help students in improving their knowledge of English grammar. The objects of this research were 50 students majoring in Informatics Engineering. The data was in the form of perceptions uploaded by the students in the Google Form application which was analyzed by using descriptive qualitative methods. The results showed that the English tenses mobile application is easy to use and understand its learning material. It was also found that most of them were happy with the interesting features provided in the application. This did not only improve their English competence but also their spirit of learning. Therefore, they thought that the use of mobile applications was important for English language learning, especially tenses.

Keywords: *English tenses; learning; mobile application; perception*

INTRODUCTION

The government of Indonesia has prepared several steps to face global competition. Due to this global competition, professional skills must be improved. One of them is foreign language skills especially English. There are 146 countries that use English, so English occupies the first position as the most widely spoken language in the world. In terms of English skills, Indonesia itself is recorded at number 61 out of 100 countries in the EF-EPI 2019 (Education First English Proficiency Index). Indonesia is below other ASEAN countries such as Singapore at 5th position, the Philippines at 20th position, Malaysia at 26th position, and Vietnam at 52nd position. Over the past 7 years, Indonesia has experienced a decline in the ranking of English skills. In Indonesia itself, English lessons have been included in the education curriculum starting from Kindergarten to Higher Education level. The English lessons taught include reading, writing, listening, and speaking. The world uses English as a liaison language for international communication. But for other people, learning English is challenging. The issues are brought on by a lack of comprehension of grammar, particularly grammar that uses tenses (Nova Noor Kamala Sari et al., 2019). In its implementation it is necessary to use grammar meanwhile tense is one part of grammar that distinguishes sentence forms according to the time of occurrence of events (mainly past, present, and future time). The problem that is often faced by students in English education, in general, is the lesson on grammar. (Nurmiati, 2021) stated that

one of the key components of English is grammar. One cannot speak or write accurately without grammar. Tenses are one of the areas of grammar. Students claim that the lesson on tenses has become the most challenging. As a result, it is important to pay attention to the teaching of tenses and employ effective teaching techniques. The English tenses mobile application (app) has emerged as the answer to the language learning problem.

The study of mobile applications on English tenses or grammar has been conducted by some previous researchers such as (Panah et al., 2021) who has objective of the current study is to evaluate the recently developed mobile apps for learning and improving English grammar. 10 grammar-related applications with a high number of installations and a user rating of three or above were chosen for this study. A framework with four criteria—System, Program, Curriculum, Language, and Culture—was adapted for the study. The evaluation of the chosen grammar apps also included data from the Google Play Store regarding app users' reviews, ratings, and downloads. First, the research reveals that grammar apps frequently teach grammar outside of context, and second, applications barely adjust to the skill levels of the user. Third, users rarely receive explanatory, correcting feedback from grammar apps. Fourth, certain grammar-related apps have content and typographical accuracy problems. Despite the educational paradigm change toward communicative methods of language learning, grammar was evaluated (Wuttikamonchai, 2016) analyzed the benefits and features of creating an English tenses mobile application for Android-based smartphones. The objective is to assess both the effectiveness of mobile application-based learning and the results of that learning. An application contains the definition of tense, the simple and continuous tenses, the perfect tenses, the perfect continuous tenses, and exercises. The study sample population was a portion of junior students in the information technology program of the faculty of industrial technology and management at the King Mongkut's University of Technology, North Bangkok. An English tenses mobile app was developed for devices running the Android operating system. An application contains the definition of tense, the simple and continuous tenses, the perfect tenses, the perfect continuous tenses, and exercises. This application incorporates multimedia elements including text, graphics, sound, and motion to help learners study on their own by grabbing their attention. The findings were: 1) an English tenses mobile application was created; 2) the majority of students in the 0-49 age group successfully completed assessments of learning outcomes, and 3) a high degree of satisfaction with the mobile learning application.

The main objective of (Chen, 2016) research is to assess English-learning mobile apps and their effectiveness in terms of assisting adult learners with limited English proficiency in second language learning. The study involves downloading 232 registered apps, of which 7 English-learning apps were ultimately selected after being sorted by reviews and ratings. Data were selected and categorized for analysis. The study discovered that while one app could not meet all of a language learner's needs, mobile applications assist adult learners in improving their language abilities through a variety of channels and modalities. He suggests research on non-native speaker-friendly mobile apps.

The writer made a research to thoroughly investigate 1 grammar app; however, it has several limitations that must be addressed in follow-up research to provide a complete picture of the evaluation and assessment of mobile language learning applications. Through surveys and interviews, it could be interesting to examine how students view and feel about the applications for grammar learning and improvement. In order to determine the true impact of using mobile apps for language learning and grammar development, in particular, an experimental study involving experimental and control groups is obviously of interest. Additionally, observing how students perceive applications may be useful for future prospective research as it may draw attention to problems and difficulties

associated with app use. The opinions of lecturers about app features and functionality should also be investigated through interviews.

The world is currently in a situation of COVID-19 (Corona Virus Disease 2019) pandemic which requires the teaching and learning process through online media. Institut Bisnis dan Teknologi Indonesia (INSTIKI) uses Google Classroom as a learning medium during the pandemic. Based on the results of a questionnaire to 11 lecturers who teach English subject, the obstacles during online learning are many students copying answers from the internet, weak knowledge of vocabulary, students' low willingness to learn, and lack of mastery of tenses material. During online learning, the average value of students decreased so 100% of the respondents agreed to the making of Android mobile-based applications of tenses as media to support autonomous learning. The objective of this research is to design a mobile-based application in a certain way to support student understanding so that it does not only rely on material obtained from lecturers. This learning application provides an explanation of 16 tenses in English by inserting exercises in the form of quizzes that are easy to understand and contain an explanation of when the tenses are used and equipped with sentence pronunciation. The learning media is really flexible and can be accessed anywhere and anytime so that it does not limit users to learn more about English grammar to optimize the learning process and broaden their knowledge. Here the perception of students of INSTIKI on the use of English language and English tenses mobile application including its features is described.

METHODS

In this study, a qualitative descriptive methodology was adopted, and the participants were 50 students of the Informatics Engineering study program at INSTIKI. This relates to the literature review since the subject of the study is a thing, person, or object that the study is concerned with (Suandi, 2008). This project was completed in an English class that met online for 16 meetings. The mobile application for English tenses is the subject of this study. The information in this study includes qualitative data that was gathered through the researcher's application in the context of using English grammar. Techniques for gathering data rely on observation and documentation. The researcher's mobile application for recording observations and documents in the form of English tenses served as the primary instrument of the research. Researchers employed the observational method to gather information about the forms of comprehension of tenses in English learning. Non-participatory observation approach is the technique used. Researchers only take an active role in watching activities rather than taking part in them (Sukmadinata, 2009). Researchers are present in the classroom to make firsthand observations and documentation of how online learning is implemented and how assignments are completed, but they are not actively participating in the research subjects' activities. A review of sources pertaining to the research problem's primary topic constitutes the documentation technique. The documentation method, according to Sugiyono in (Gunawan, 2015), is a method that takes the form of writing, images, and works. Through an online survey, the documentation technique was employed in this study to gather data in the form of features of the English tenses mobile application and students' perceptions of how this application works (Google Form). The types of data that are collected must be taken into account while developing data analysis methods. In this study data analysis techniques are used in relation to the data collection (Sugiyono, 2007). As a method of data analysis in this study, the researcher employed a qualitative descriptive approach. Based on this approach, researchers can employ pertinent theories as a guide to analyze the topic. In this research the theory of *An Introduction to English Grammar* by Greenbaum, S., & Nelson, G. was used to

analyze the tenses feature in the application. The student's perception of the use of English and the making of the English tenses mobile application was also described briefly.

RESULTS AND DISCUSSION

When two or more individuals connect with one another through language, they are in the communication process. The goal of communication is to exchange information that will be helpful to the other person. Language serves as an intermediary medium in direct or indirect communication to enable the recipient to accept and comprehend the information being given. There are numerous languages spoken in different countries throughout the world. It has been established that English is utilized for speaking in commerce, politics, and educational concerns between different countries and is acknowledged as an international language for those who speak different mother tongues. One of the subjects taught in Indonesian schools at all grade levels, particularly in high school, is English (Hanief & Supuwiningasih, 2020).

Studying English at the high school level requires a deep understanding of English grammar which makes the sentences we create a correct structure. English grammar especially the part of English tenses is really important to learn as it often changed the sentence based on the time (mainly present, past, or future time). Learning English tenses with their complex form is quite difficult for most students in INSTIKI based on the survey, therefore, it is necessary to find a new way to learn tenses instead of the conventional way of learning English. The destiny is to find a joyful, flexible, and mobile way of learning namely the making of an English tenses mobile application.

The process of creating application software for handheld devices like mobile phones and Personal Digital Assistants is known as mobile application development. The user is given numerous features through the use of mobile apps. User interaction is important in apps. Different systems, such as the iOS App Store and Google Play Store offer the ability to download apps. Apps can be downloaded for free or paid. For developing apps, the constraints and features of mobile devices need to be considered (Baktha, 2017).

Nowadays students are comfortable using technology in their education or learning, especially the English language. It is expected that English tenses become interesting and easier for them. Here are the features of the English tenses mobile application and the student's perception on the use of the English language as well as the making of this application:

The Features of English Tenses Mobile Application

To build students' interest and spirit in learning a second language, it is necessary to support them with learning media that easy and joyful to learn about. Particularly in learning tenses, the researcher is really concerned about the presentation of the tenses learning material by providing interesting and also complete features of the application namely the English tenses mobile application. By clicking a certain menu, the students can discover material or exercises related to English tenses in a well-organized process and a good sequence of explanations. This is in line with the objective of this research that wants to develop a useful application for the English learning process and students can implement what has been informed by this application.

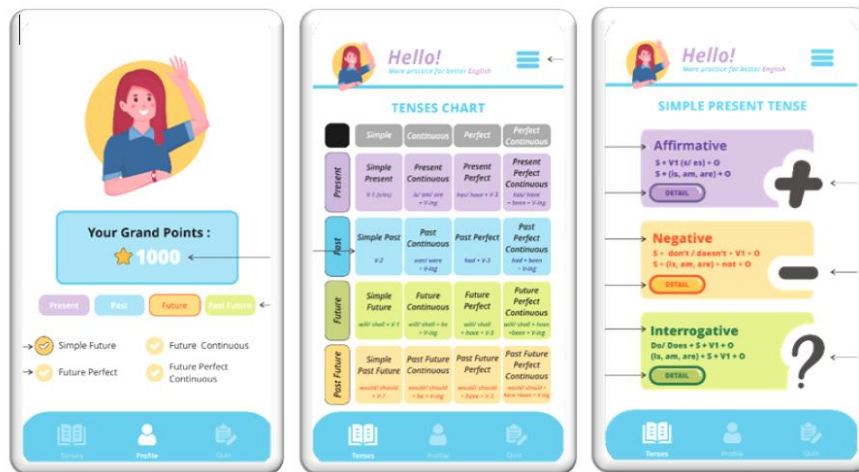


Figure 1. The Pageview of English Tenses Mobile Application

A mobile-based English tense learning media is designed for applications to support student understanding so that they do not only rely on material obtained from lecturers. The learning media will provide an explanation of 16 tenses in English by inserting practice questions in the form of games, quizzes, tables of tenses, etc. that are easy to understand and contain an explanation of when the tenses are used and equipped with sentence pronunciation sounds. The learning media can also be accessed anywhere and anytime so that it does not limit users to learn more about correct English grammar and optimize the learning process and broaden their knowledge. The features provided in the English tenses mobile app are as follows:

Features of Tenses

Tenses are verb forms to show the time and degree of completion of an activity or situation. Thus, tenses may indicate whether an activity, action, or state is done, has been completed, will be done, or is in progress within a certain period of time. In other words, tenses refer to the grammatical forms (grammar) of verbs. So, tenses do not always indicate the time of execution of activities. This feature of tenses covers all categories namely:

a. Simple Present Tense

This feature explains the type of tenses that is the most used, especially in English conversation. Simple present tenses are the simplest present tenses. So it can be said that the simple present tense is used to tell the present time in a simple form.

b. Present Continuous Tense

This feature explains the type of tenses that refers to an action that is taking place now or when the conversation is taking place. So, the action has already started and has not ended when the conversation is taking place. In addition, these tenses can also be used in the form of actions that last only for a short period of time.

c. Present Perfect Tense

This feature explains the type of tense that is a grammatical combination of the present tense and perfect tense. This type of tense in English is used to express an action or activity that occurred in the past and is still influential today.

d. Present Perfect Continuous Tense

This feature explains the type of tenses that are used to express an action that started in the past and is still continuing. This tense is also used to tell an event that started in the past and just finished. In the present perfect continuous there is clarity of time, for example, "since 1990" or "for four hours". The adverb is the main characteristic of the present perfect continuous because it shows when the activity occurs.

e. Simple Past Tense

This feature explains the type of tenses that is type of tense that is used to express events that have occurred at a certain time in the past. The types of events can be short or long. In addition, the simple past is also used to express several events that occurred in the past one by one, either consecutively or not.

f. Past Continuous Tense

This feature explains the type of tenses that expresses an action in the past that is currently ongoing. This action can sometimes be interleaved by something. This tense in English is often called the past progressive tense. This tense pattern is formed with the help of "to be" added to the past form of the verb, then followed by the present participle of the verb (with the ending -ing).

g. Past Perfect Tense

This feature explains the type of tenses that are used to show an action in the past that is related to another action that has happened before. This pattern is also used to describe something that happened before a specific time. Adverbs of time that are commonly used in the past perfect tense include after, before, already, as soon as, just, yet, until, till, and by the time that.

h. Past Perfect Continuous Tense

This feature explains the type of tenses that are used to express an event that has been and is in progress, then is interrupted by another event. There are activities that have been and are happening in the past before being interrupted by the next event.

i. Simple Future Tense

In making sentences, of course, it is not enough to just express the current events. Expressing something also needs to state what has happened or will happen, to express things that will happen in the future, you need a future tense. Among all the existing forms, the simple future tense pattern is the most commonly used in many situations. An example of its use is when making promises, predictions, or plans.

j. Future Continuous Tense

This feature explains the type of tenses that are used to express an activity or event that will have happened in the past. This form has similarities with future perfect continuous tenses, which are both absolute-relative tenses. Where in a sentence there is more than one adverb of time. The types of adverbs of time are not the same but are related to each other in one sentence.

k. Future Perfect Tense

This feature explains the type of tenses that its structure is usually used to express an activity or event that will be completed in the future where the activity started in the past.

l. Future Perfect Continuous Tense

This feature explains the type of tenses that are used to express an activity or event that will take place at a certain time in the future.

m. Simple Past Future Tense

This feature explains the type of tenses that are used to express events that will occur in the past. In other words, this tense is used to express the future but from the perspective of the past. Not only as a presupposition but the past future is also used to provide an explanation of planning, whether intentional or not. To make promises and predictions, this tense can also be used.

n. Past Future Continuous Tense

This feature explains the type of tenses that are used to express an action that will be happening in the past. In other words, the activity or event has not been completed. This form of tenses uses the simple past tense as the main sentence which aims to describe an action that will be taking place at a certain time in the past. Past future continuous tenses can also be used to express a conjecture or estimate of an event or action that will take place at a certain time in the past.

o. Past Future Perfect Tense

This feature explains the type of tenses that are used to express an activity or event that will occur in the past. This tense is a combination of past and future perfect in one sentence. Some of these parts are time in the future that are interconnected with time in the past.

p. Past Future Perfect Continuous Tense

This feature explains the type of tenses that are used to express an activity or event that will have occurred in the past. This tense is a combination of past and future perfect in one sentence. Some of these parts are time in the future that are interconnected with time in the past.

In addition, the above features are also completed with an example of a sentence in each tense whether in affirmative, negative, or interrogative sentences. The feature shows the formula of each tense as well.

Features of Tenses Quiz

The tenses quiz is aimed to measure the knowledge achievement of every student about 16 tenses form in the English language. This is in the form of multiple choice and word arrangement in a sentence. Exercise is important in the learning process of the students as it can give feedback and evaluation after applying English tenses in creating sentences. Exercises like the quiz itself must be implemented after the material learning.

Features of Extra Menu

This covers a list of pronouns, prepositions, interrogative sentences, and a reset menu to clear the score. The extra menu provides more information about English grammar that is needed to form a simple sentence. It is expected that students will be fluent in communication with tenses and other components.

Students' Perception of English Tenses Mobile Application

Mobile technologies are quickly drawing in new users and offering all the characteristics necessary to facilitate language development. Mobile phones, which allow for the installation of several educational programs, are one of the tools that are crucial to students' language development. It might create useful tools and resources for mobile learning. The researcher in this instance employed an English tenses mobile application as media. The goal of this study is to learn how students feel about utilizing a mobile application for English tenses as a medium to improve their grammar proficiency. In this study, a questionnaire was employed to ascertain students' perceptions. This study was carried out as part of INSTIKI's Informatics Engineering study program. 50 students who are utilizing a smartphone application for English tenses are participating.

The diagram of the results of filling in the respondents is as follows:

English Language Use in General

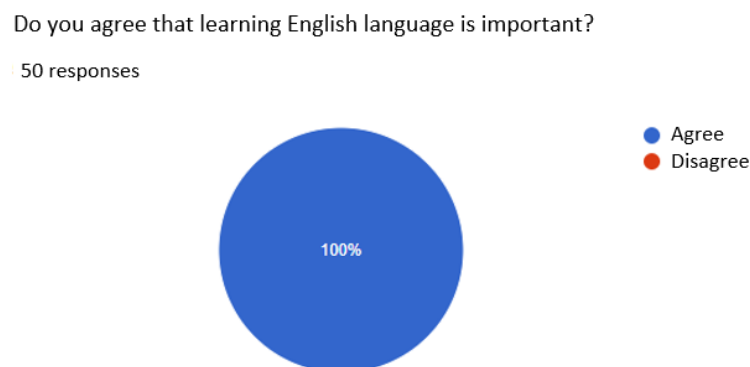


Figure 2. The Importance of Learning English

English is crucial for achieving a variety of professional and personal objectives. One of the most widely spoken languages in the world is English. Many people can speak and comprehend English even outside of nations like the United States and the United Kingdom. A billion individuals worldwide are thought to speak English, if we count those who do so as a second language. In addition, there are 27 countries where English is used as a secondary official language, making English the language of 67 nations. People can explore and get more professional prospects by learning English. Because of the worldwide nature of the labor market today, many businesses require personnel who can communicate with partners and customers around the globe. Finding workers who can speak English is necessary. Nearly 1 billion people talk and type in English, making it the language of choice for internet communication. We will have access to and appreciate many more internet resources if we can read and understand English. We are able to read news stories online, post comments on English-language videos, follow people who speak English on Twitter, and take part in discussions on international forums.

The above diagram shows the response to the question “Do you agree that learning the English language is important”. Here it seems that all students agree with the importance of English with a percentage of 100%. This is fundamentally connected with their motivation to learn the English language. It can be for their personal or professional goals. Learning this language with the assistance of technology like mobile applications will support their achievement of this goal besides they realize that English as the international language must be mastered by the young generation to be successful in global competition. This data is also a reason for the next step of making English tenses mobile application the object of this research because the researcher believes that the motivation behind the students’ learning is an essential factor.

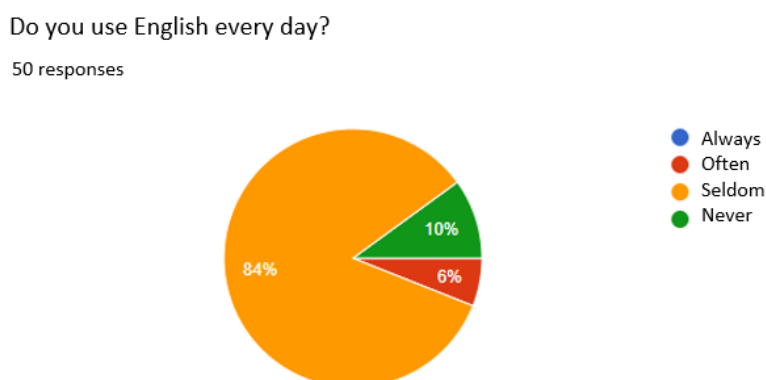


Figure 3. The Daily Use of English

The English language is vital to our existence since it makes communication easier. It is the major language used for studying any subject everywhere in the world. Learning English will help students expand their horizons, develop their emotional intelligence, and increase their employment opportunities. Additionally, because English is often the sole language used for communication, its use as an international language is expanding over time. The majority of authors write in English because it is the only language that the great majority of readers are familiar with and because it allows them to express their ideas most effectively. English is also frequently utilized in the literary and media sectors to publish books.

The above diagram shows the response to the question “Do you use English every day” which tells us their frequency of communicating any information in the English language. It is found that very few students often use English every day with a percentage of 6 %. Meanwhile, 10 % of them say ‘never’. Surprisingly, most of the students say ‘seldom’ in using English every day with a percentage of 84%. This fact indicates the contradiction to the previous diagram which shows that 100% of students agree about the importance of the English language. If they think English is important, they should place the habit of applying the English language in any situation as the first priority as it will determine their English skill improvement. Therefore, it becomes such a challenge to analyze why so many students seldom apply English and this will relate to the next explanation, especially in the way of learning and teaching.

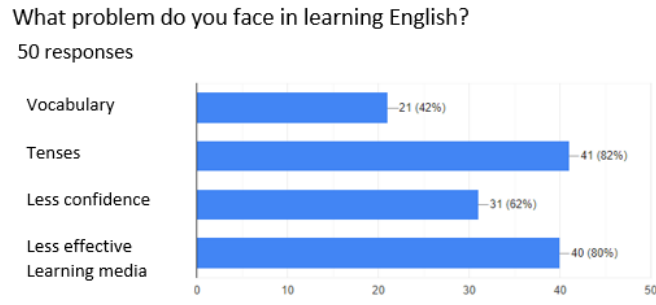


Figure 4. Problems in Learning English

There were certain challenges the students encountered when learning English with regard to language use in general. The students, the setting, and the language were the sources of the problems. Students are observed to be unmotivated, to have a limited vocabulary, to have trouble learning words, to have poor grammar skills, and to experience anxiousness. Furthermore, the difficulties were a result of the unsupportive environment. Additionally, the students' challenges were exacerbated by language-related issues. Thus, the students' issues were around their spelling issues, listening issues, and mispronunciation.

The above diagram shows the students' responses to the question "What problem do you face in learning English?". This may reveal various answers from the students as they have their own points of view on learning the language. The first aspect is vocabulary which becomes their problem in learning with the percentage 42% of total respondents or 21 students. The second aspect is tenses with the percentage 82% of the total respondents or 41 students. The third aspect is having less confidence with the percentage 62% of total respondents or 31 students. The last aspect is having less effective learning media with the percentage of 80% of total respondents or 40 students.

The Way to Understand English Tenses

Do you agree that Google Translate always translates sentences according to English tenses?

50 responses

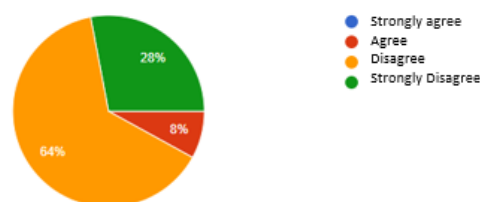


Figure 5. The Effectiveness of Google Translate

The process of acquiring the English language can be challenging for language learners at times. Skills in the translation are one issue. A text is translated when it is replaced by one in the translator's native tongue. The pupils use Google Translate to find solutions to their challenges. One of the translation tools offered by Google for internet users is called Google Translate (GT). The difficulty for humans in learning foreign languages can be overcome by using Google Translate. When it is difficult to grasp a foreign language, users might greatly benefit from translation services. There are

103 languages that can be accessible in this world. This is based on a survey by (Jin & Deifell, 2013) entitled *Foreign Language Learners' Use and Perception of Online Dictionaries: A Survey Study* showed that the learner preferred the second choice for an online dictionary is Google Translate. This study also aims to identify the students' concerns with using GT and discover the ways they use to get around such issues while learning the English language.

The above diagram shows the response to the question “Do you agree that Google Translate always translates sentences according to English tenses” which tells us the student's experience in using the application. It is found that 8% of students agree with the translation result. Meanwhile, 64% of students disagree and 28% strongly disagree that it translates based on English tenses. This fact indicates the students do not believe in Google Translate 100% as it sometimes translates without following the tenses of the sentence properly. This results in the necessity of having good knowledge of English tenses for the students by providing them with learning media or technology such as English tenses mobile applications.

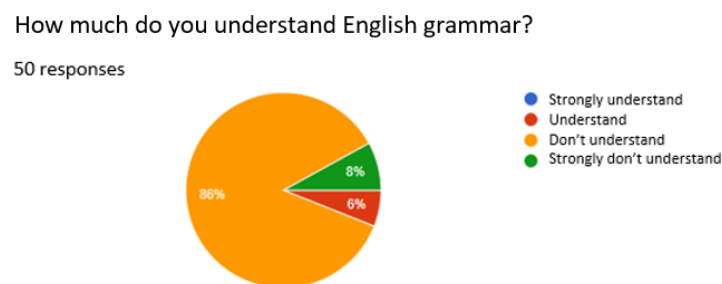


Figure 6. Understanding English Grammar

This essay mostly discusses university-level English grammar. The researchers choose grammar as their area of study because they are aware of how crucial grammar is to students' ability to master English. The interview revealed to the researchers that the respondents still had difficulty understanding grammar, particularly Tenses. One of the reasons the researcher wants to carry out action research with a focus on tenses grammar is because of this. English grammar requires a lot of work, both in and outside of the classroom, to be mastered. Additionally, it requires an engaging teaching strategy. According to Heidi Dulay, et al. in (Inayati & Damayanti, 2016) A student does not necessarily need to have a special aptitude for learning languages in order to succeed..

The above diagram shows the response to the question “How much do you understand English grammar” which tells us the students’ mastery of especially English grammar. It is found that only 6% students understand the English grammar. Surprisingly, most of the students with the percentage 86% do not understand this aspect. Meanwhile, 8% students strongly do not understand. This fact indicates lack of students’ knowledge on English grammar which is so important in determining the structure of an English sentence including tenses.

Do you agree if English tenses is presented in the form of mobile application as the appropriate learning method for nowadays?

50 responses



Figure 7. English Tenses in the Form of Mobile Application

The use of mobile devices in education is the subject of a larger body of study, which this article is a part of. Studies today show that mobile devices are unavoidably becoming more prevalent in education. Numerous studies have shown that contextualizing mobile learning practices can enhance idiomatic skills and help a foreign language class. Additionally, learners have good opinions of mobile-based learning, for example, in the development of their English skills. According to (Pilar et al., 2013), the term "mobile learning" (or "m-learning") describes the use of mobile devices in the classroom. These tools can provide possibilities for learning that are impromptu, casual, contextual, portable, omnipresent, pervasive, and individual. As a result, it has been established that students assume the main responsibility for and control over their learning process, including setting goals and assessing results. They are now active participants in the learning process rather than passive recipients of knowledge.

The above diagram shows the response to the question "Do you agree if English tenses are presented in the form of mobile application as the appropriate learning method nowadays?" which tells us the students' need for English tenses mobile application. It is found that all or 100% of students agree with the making of the application. This fact indicates the great need for a mobile application that can shape their knowledge of English tenses.

The Implementation of English Tenses Mobile Application

Do you agree that English tenses mobile application is more interesting and practical than conventional learning method?

50 responses

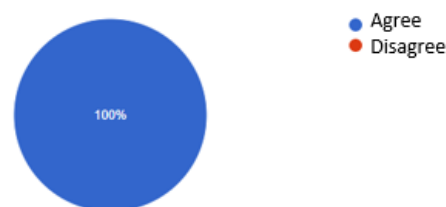


Figure 8. The Advantage of the Application

Mobile device usage and technological advancements have created new opportunities for collaboration, education, and communication. When compared to traditional teaching, using mobile devices for education has benefits including flexibility, cooperation, incentive, accessibility, and portability (Campanella, 2012). According to a study by (Torres Diaz et al., 2015), the four axes around

which technological and methodological efforts are centered to determine the future of learning are mobility, interaction, artificial intelligence, and technology-based resources. These factors, together with the growing use and availability of mobile devices, can be combined to produce a variety of instructional materials, such as learning games and augmented reality. Traditional higher education models will benefit from this as it will enrich and expand them. Mobile devices are suitable as teaching tools due to their portability and accessibility. All educational activities, including those done outside of the classroom, must use mobile devices as an effective learning tool. It is essential to have more knowledge on how well-known and well-accepted mobile devices are among students and teachers as learning tools in order to properly implement m-learning in the teaching and learning process. Because of this, it's important to comprehend both the benefits and drawbacks of using this technology for teaching and learning, as well as how to overcome any obstacles or limits that may arise (Sarrab et al., 2016).

The above diagram shows the response to the question “Do you agree that English tenses mobile application is more interesting and practical than the conventional learning method?” which tells us the student's view of mobile learning and conventional learning. It is found that 100% of students agree that the English tenses mobile application is more interesting and practical than the conventional learning method. This fact indicates the students really enjoy using the application since it is mobile and flexible learning.

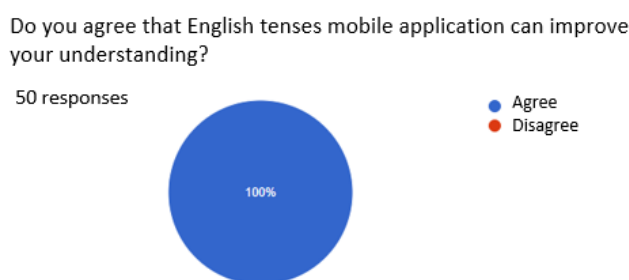


Figure 9. The Impact of the Application

According to the most recent curriculum, learning English is based on a scientific approach with learning-centered characteristics, such as cognitive processes, giving students opportunities to grow, finding knowledge through the learning process, learning from multiple sources, encouraging students to be able to learn sustainably, creating value, and putting into practice the idea that teachers, students, and schools are unity in learning. Motivation and excitement are the two things that language learners most need. Building student excitement requires offering them a course that is constantly fresh and engaging. IT media is a form of media that has a number of unique elements and is nevertheless well-liked. This IT-based learning media was created to serve the needs of teachers, students, educational policymakers, and all individuals involved in the education (Badroeni et al., 2020). M-learning, also known as mobile learning, has made education more widely available while also saving students time and effort. Basically, mobile learning has a hugely favorable impact on open and distance education. Today's students utilize their mobile phones more than any other gadget. Students may effortlessly learn at any time and from any location thanks to mobile learning. As a result, the learning of the students is more affected by this new method of learning. Despite the beneficial effects that mobile learning has on education, there are still some problems and difficulties associated with its application in the classroom. As a result, the researcher has attempted to discuss the effects of mobile learning on education in the current study.

The above diagram shows the response to the question “Do you agree that English tenses mobile application can improve your understanding?” which tells us the students’ experience after using the application. It is found that 100% of students agree that English tenses mobile application can improve their understanding of English grammar, especially tenses. This fact indicates that the application was successful in developing students’ English skills and giving a brief explanation of English tenses.

Besides the above information, based on the results of the evaluation of the 50 students, it is also found that the content and material presented in the application are very easy to understand with a percentage of 94.8% for the formula table menu, 93.8% for the formula sample menu, 87.6% for the example sentence menu. In the practice menu, it is concluded that users can easily answer questions with a percentage of 85.6% for the multiple-choice practice menu and 83.6% for the word-composing practice menu. The application can produce a clear-sounding pronunciation of sentences, with the percentage of evaluation results is 82%. The results of the evaluation also found that 95.6% of the application buttons functioned smoothly and appropriately, 94.8% of respondents said the application was easy to use and 97.6% of respondents said the application was interesting to use.

CONCLUSION

It can be concluded that English tenses mobile applications are needed to support the English learning process independently as it is flexible and mobile. The application can be accessed anywhere and anytime they want to learn tenses. It is shown in the students’ perception that most of them do not understand English tenses clearly and are not sure about their English sentences. They want English tenses to be presented in the form of mobile applications as the appropriate learning method nowadays. There is also the fact that tenses are a big problem faced by students in using the English language therefore they want a new learning method that is interesting and practical for them. The application also adds knowledge of correct English grammar especially English tenses so the students feel comfortable and optimistic to create English sentences. Understanding English tenses will make them confident and fluent to communicate in English.

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